DOCUMENT RESUME

ED 416 132 SO 027 878

AUTHOR	Bjerstedt, Ake
TITLE	Six International Conferences of PEC (The Peace Education Commission). Peace Education Miniprints No. 87.
INSTITUTION	Lund Univ. (Sweden). Malmo School of Education.
ISSN	ISSN-1101-6418
PUB DATE	1996-11-00
NOTE	35p.
AVAILABLE FROM	R&D Group "Preparedness for Peace," School of Education, Box 23501, S-200 45 Malmo, Sweden.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizenship; *Conflict Resolution; Decision Making; Elementary Secondary Education; Empowerment; Foreign Countries; *Futures (Of Society); *Global Education; Higher Education; Participative Decision Making; *Peace; *Prosocial Behavior; Social Change; *Teacher Education; Values; Violence
IDENTIFIERS	*Peace Education

ABSTRACT

This pamphlet offers an overview of five larger reports in order to facilitate the process of locating contributions originating from five peace conferences between 1990-1994. The Peace Education Commission (PEC) arranged five conferences in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). A conference report for each conference was published in which the contributions are presented either in full-text or summary form. The full reports were previously published by the Malmo School of Education, University of Lund (Sweden). This guide facilitates reference to contributions in peace-related education during this time. In order to update the information, the contributions at the latest 1996 PEC conference in Brisbane (Australia) have been added, although no conference report references have been made yet. Part 1 contains an introductory description and some comments relevant to the topic. Part 2 is the guide to the pamphlet with the Brisbane conference information based on personal notes, not on published conference proceedings. (EH)

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ED 416 132

Peace Education Reports
No. 37
November 1996

SIX INTERNATIONAL CONFERENCES OF PEC (THE PEACE EDUCATION COMMISSION)

Åke Bjerstedt

SO 027 878

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SIX INTERNATIONAL CONFERENCES OF PEC (THE PEACE EDUCATION COMMISSION)

Åke Bjerstedt

During the period 1990-1994 the Peace Education Commission (PEC) arranged five conferences, in chronological order in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). From each of these meetings a conference report has been put together in which the contributions have been presented either in full-text form or in summary form. These five conference reports have been published by the Malmö School of Education in Sweden.

Since these conference proceedings contain contributions from many corners of the world during the 1990s, they should be a profitable source of information for researchers and educators interested in peace-related education. It therefore seemed to be useful to put together a small guide to these five reports in order to facilitate the process of locating various kinds of contributions. In order to update the information, the contributions at the latest PEC conference (held 1996 in Binshume, Australia) have been added. In this case, no references can be made to any conference report as yet.

The guide is presented as Part III of this pamphlet. Part I contains an introductory description and some comments.

Note: Peace Education Miniprint No. 87 can be regarded as a revised and extended version of Peace Education Miniprint No. 84.

PART I:
Introduction and Comments

A Guide to Six Conferences, 1990-1996

During the period 1990-1994 the Peace Education Commission (PEC) arranged five conferences, in chronological order in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). From each of these meetings a conference report has been put together in which the contributions have been presented either in full-text form or in summary form. These five conference reports have been published by the Malmö School of Education in Sweden with me responsible for the editorial work, and it is still possible to order all of them from Malmö. (See the titles in the introduction to Part III below.)

Since these conference proceedings contain contributions from many corners of the world during the 1990s, they seem to be a profitable source of information for researchers and educators interested in peace-related education. It therefore seemed to be useful to put together a small guide to these five reports in order to facilitate the process of locating various kinds of contributions. In order to update the information, the contributions at the latest PEC conference (held this year in Brisbane, Australia) have been added. In this case, no references can be made to any conference report as yet. The guide is presented below as Part III of this pamphlet. My task in Part I is to describe this guide briefly and make some comments related to it.

The guide has three major parts: (a) First, a complete list of the contributions. For each conference the contributions are listed alphabetically according to authors' names. (b) Second, an author index (with information about country). (c) And third, a subject index with a number of keywords or key expressions for various kinds of contents dealt with.

Some Topics Dealt With

I will make some brief comments here on the topics treated, especially based on my work with the conference reports from the first five conferences included. As can easily be seen from the lists of contributions as well as from the subject index a very broad range of problems have been tackled, and many different kinds of interests covered in these PEC presentations over recent years. Self-evidently the contributions could be sorted into categories of many different kinds. I choose here to present a very simple grouping of the contributions into eight different types of texts, giving some concrete examples of titles.

(1) An important and large group is made up of *discussions of principles*. Several of these deal with the drastic change it may involve to proceed from traditional educational procedures to an education for peace. Terms used in these contexts are "conversion", "transformation" or "paradigm shift". Examples are contributions no. 22 (numbers refer to the list in the first part of the guide) by Riitta Wahlström ("Peace education meets the challenge of the cultures of militarism"); no. 70 by Antonino Drago ("Peace education in the middle of a paradigm shift"); and no. 122 by Michael Wessells ("The role of peace education in a culture of peace: A social-psychological analyses").

(2) Since peace education is a new field of interest and activities with many possibilities of variation, one interesting and useful area of contributions is *descriptions of the present situation in different countries* with respect to peace-related education. The subject index shows a fairly large number of such reports, for example from Australia, Japan, South Africa and Sweden. A variation of this type of contribution are those texts, fewer in number, that deal with *comparisons between different countries*. This may be surveys of a larger number of countries based on questionnaire data such as contribution no. 35 by Åke Bjerstedt ("Peace education around the world at the beginning of the 1990s") or more detailed comparisons between two countries such as contribution no. 50 by Toshifumi Murakami ("Peace education in Britain and Japan: A comparison").

(3) A related but more uncommon area is *historical perspectives* on the development within a country, a region or a special educational institution. Examples are contributions no. 107 (Max Lawson: "The Inter-

national People's College, Helsingør, Denmark: Seven decades of peace education") and no. 120 (Bengt Thelin: "Early tendencies of peace education in Sweden").

(4) Reports on *specific levels of the formal educational system* is a more frequently used category of contributions. For example, we not only find contributions from the various levels of the compulsory school but also texts on the pre-school (as in no. 21), teacher education (as in no. 78) and general university education (as in nos. 38 and 58). It is obvious that PEC has not specialized in any particular level of the educational system.

(5) A supplementary category deals with *reports on peace education activities outside the formal educational system*. These may, for example, deal with the media. In this group there are several texts discussing peace museums (such as no. 71).

(6) A sixth category contains contributions dealing with *special ways of shaping ("designing") peace education*. In this group I would place texts on the use of postage stamps (no. 83) or on work with computers (no. 96), for example.

(7) A few contributions deal with special *teaching materials* for peace education. This could be a text on principles for developing teaching materials for schools (such as contribution no. 15 from Ireland/Northern Ireland) or this may be a critical analysis of some existing materials (such as contribution no. 57).

(8) A final eighth category in this small overview contains presentations on *cognitive perspectives*, for example, studies of the existence and character of enemy images (contribution no. 2) or studies of conceptions of peace and war among children and young people (contributions 98, 103, 118, 145 and 151).

When considering the relative frequency of conference contributions to these eight categories, it can be said that one category is quite large (the one called here "discussions of principles") and two categories markedly small ("historical perspectives" and contributions dealing with special teaching materials). The remaining categories have a position in between in this respect and are fairly similar to each other in frequency.

Separately from this categorization of contents I have tried to estimate the number of presentations that report empirical research (by which I mean here some form of systematic data collection using, for example,

questionnaires, interviews, tests or observations). I found that about 20 per cent of the contributions to the five conferences reported in our conference proceedings dealt with empirical research data of this kind.

Final Observations

I would like to make some final comments on this pattern of conference contributions within PEC during the 1990s:

(1) First, considering that PEC is part of a research association, IPRA (International Peace Research Association), one might perhaps feel that the number of contributions reporting on empirical research is fairly small, approximately one contribution out of five. Several possible reasons may be considered. (a) One might be that within IPRA some peace researchers have had an idea about a kind of division of tasks of this type: peace researchers establish knowledge, while peace educators transmit knowledge. Nowadays, however, I do not think that this is a division of tasks that is accepted within PEC, and hence I do not think that this is an essential factor. Two other reasons are probably more important. (b) One reason is that peace education as a phenomenon in educational practice is still rather underdeveloped in the educational institutions of the world. That which almost does not exist is not so easily made an object of empirical research. (c) An additional reason is that it can be considered to be a difficult research area, which, among other things, is related to the complex educational goals.

Personally I think that education could play a decisive role on the way towards a global peace culture, and that there is a *strong need for research and development work over a broad spectrum of problems*. So far just quite limited contributions have been made by relevant research disciplines.

(2) Second, within the framework of these broad needs there are, however, areas that could be noted as especially important for continued work. Different people may here come up with diverse judgements, depending on their particular personal experiences. Personally, I would like to point out *three important areas* for continued work: (a) Research and development oriented towards *the pre-school level* (since it is important to establish an early foundation of values and attitudes and since only limited research and development work has been carried out here so

far). (b) Work directed towards *teacher education* within this area (since teacher education activities related to peace education in many countries have been non-existent so far or very insufficient and the lack of experience is considerable). (c) Work oriented towards *development and evaluation of teaching materials* for various educational levels (since teachers very often experience lack of support from materials within the range of traditional textbooks and teaching aids and since relatively limited work has been carried out within this problem area so far).

(3) Finally, it is important to add that it is not only strict empirical research that is of interest. In a field of such a multi-dimensional character as the area of peace education it is essential to work with and integrate other types of experiences and to *stimulate a broad collection of experiences* (within the frameworks of developmental work, action research etc.). In this perspective, the contributions to the PEC conferences are important documents as starting-points for continued work *also* when they do not contain empirical research studies in the traditional sense.

Note: The text above is a revised version of a presentation at the 16th General Conference of the International Peace Research Association, Brisbane, July, 1996.

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PART II:
A Guide to PEC Conference Contributions 1990-1996

Introduction: Five Conference Reports

Bjerstedt, Å. (Ed.) Education for peace in the nineties: A conference report. (PEC/IPRA, Groningen, July 1990.) *Peace Education Reports*, No. 1, 1990.

Bjerstedt, Å. (Ed.) Peace education: Glimpses from the EUPRA Conference in Firenze. *Peace Education Reports*, No. 5, 1992.

Bjerstedt, Å. (Ed.) Education for peace: A conference report from Kyoto. *Peace Education Reports*, No. 6, 1992.

Bjerstedt, Å. (Ed.) Education for peace: A conference report from Budapest. *Peace Education Reports*, No. 10, 1994.

Bjerstedt, Å. (Ed.) Education for peace: A conference report from Malta. *Peace Education Reports*, No. 13, 1994.

(These five conference reports are available from: School of Education /attn.: T. Hallström/, Box 23501, S-20045 Malmö, Sweden.)

Notes on Abbreviations and Other Details

For each conference, the papers are listed alphabetically according to author (Part A), with an indication whether the paper is given in full-length form or in summary form.

In some cases, contributions which are summarized in the conference reports have been presented more fully in other publications from the Malmö School of Education, for example as a separate issue in the series "Peace Education Miniprints" or as an article in the journal "Peace, Environment and Education". Some information about such additional sources is included in the first part of the guide.

Note: The following abbreviations are used in the lists:

L = published in full-length form
PEAE = published in "Peace, Environment and Education"
PEM = published as a separate issue in "Peace Education Miniprints"
PER = published in "Peace Education Reports"
S = published in summary form (in "Peace Education Reports")

Part A: Lists of Conference Contributions

Groningen, The Netherlands 1990:

001. Bacal, Azril. On decolonizing identity: Consciousness as social practice.
PER 1, p. 83. (S)

002. Bjerstedt, Åke. Enemy images explored via associative techniques.
PER 1, p. 84. (S)

003. Bjerstedt, Åke. Towards a rationale and a didactics of peace education.
PER 1, p. 45. (L)

004. Borrelli, Mario. Who is going to foot the bill in 1992?
PER 1, p. 85. (S)

005. Bose, Anima. The imperative of peace education in India today.
PER 1, p. 85. (S)

006. Brock-Utne, Birgit. The raising of a peaceful boy.
PER 1, p. 73. (L)

007. Calleja, James. Europe at the crossroads: A conceptual model for a future European peace order.
PER 1, p. 86. (S)

008. Gordon, Haim. Education for peace and the reading of literature.
PER 1, p. 87. (S)

009. Ihejirika, Samie Ikechi. Report on the 2-day international workshop on Peace Education and Political Stability in Africa held at Lugard Hall Kaduna May 30 - June 1, 1990.
PER 1, p 87. (S)

010. Komakec, Leander. A proposal for the introduction of peace studies at Makerere University.
PER 1, p. 88. (S)

011. Mehdi, Syed Sikander. Peace education and refugees.
PER 1, p. 89. (S)

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012. Nakhre, Amrut W. Nonviolent action and conflict resolution: An empirical assessment.
PER 1, p. 89. (S)

013. Nehme, Chafic. A presentation of "Social Cultural Action" and some of its activities in Lebanon.
PER 1, p. 90. (S)

014. Rajyalakshmi, C. Status of peace awareness programmes in educational institutions in India.
PER 1, p. 91. (S)

015. Rogers, Paul & Ward, Maura. Developing school materials for peace education in Ireland.
PER 1, p. 92. (S)

016. Schütz, Heide: "Men and Women Working Together": Report on a workshop.
PER 1, p. 93. (S)

017. Thelin, Bengt. Peace education: Some Swedish experiences.
PER 1, p. 94. (S)

018. Tuinier, Jan Durk: The Scapegoat Project: An educational project on prejudices, discrimination and anti-racism for children aged 10-14.
PER 1, p. 95. (S)

019. Visser, Geu. Global education in primary schools in the Netherlands.
PER 1, p. 96. (S)

020. Vriens, Lennart. Peace education in the nineties: A reappraisal of values and options.
PER 1, p. 7. (L)

021. Wahlström, R. Peace education for preschoolers.
PER 1, p. 97. (S)

022. Wahlström, R. Peace education meets the challenge of the cultures of militarism.
PER 1, p. 24. (L)

Firenze, Italy 1991:

023. Bjerstedt, Åke. Goals of peace education according to peace educators: Some notes from a questionnaire study of PEC members.
PER 5, p. 26. (S)

024. Drago, Antonino. A national school for teachers of conscientious objectors: A project and a curriculum.
PER 5, p. 27. (S)

025. Everts, Philip P. Public opinion on the conflict and war in the Gulf, 1990-1991.
PER 5, p. 29. (S)

026. Jensen, Jørgen Pauli. Human rights, peace studies and international education.
PER 5, p. 30. (S)

027. Keldorff, Søren. The necessity of a multi-ethnic education for peace and co-existence in a changing Europe.
PER 5, p. 32. (S)

028. L'Abate, Alberto. Research as a tool for peace education.
PER 5, p. 5. (L)

029. Maxwell, Mary. What is this thing called "peace"?
PER 5, p. 33. (S)

030. Osseiran, Sanàa. Cultural symbiosis in Al-Andalus.
PER 5, p. 34. (S)

031. Patfoort, Pat. Non-violence in education.
PER 5, p. 35. (S)

032. Thelin, Bengt. Peace education in Sweden: Some glimpses from the public debate.
PER 5, p. 35. (S)

033. Wahlström, Riitta. Promoting commitment to peace and environmental responsibility.
PER 5, p. 15. (L)

Kyoto, Japan 1992:

034. Aspeslagh, Robert. Tragic pages: How the GDR, FRG and Japan processed their war history – Lessons for education for peace.
PER 6, p. 63. (L)

035. Bjerstedt, Åke. Peace education around the world at the beginning of the 1990s: Some data from questionnaires to Ministries of Education and members of the Peace Education Commission.
PER 6, p. 100. (L)

036. Bose, Anima. A perspective on the hurdles to education and peace education in today's India.
PER 6, p. 219. (S)

037. Brock-Utne, Birgit: Linguistic rights as human rights.
PER 6, p. 139. (L)

038. Chitoran, Dumitru & Symonides, Janusz. UNESCO approaches to international education in universities.
PER 6, p. 144. (L)

039. Daffern, Thomas C. A thematic overview of contemporary international developments in peace and world order studies in universities.
PER 6, p. 220. (S)

040. Drago, Antonino. A national school for teachers of conscientious objectors: A project and a curriculum.
PER 6, p. 221. (S)

041. Fujita, Hideo & Ito, Takehiko. Peace education in Japanese universities.
PER 6, p. 15. (L)

042. Gordon, Haim & Gordon, Rivca. The response of Israeli academics to the Intifada.
PER 6, p. 223. (S)

043. Haavelsrud, Magnus. A within and below perspective on lifelong education.
PER 6, p. 154. (L)

044. Harris, Ian M. On the relationship between love and education.
PER 6, p. 224. (S)

045. Ishitani, Susumu. Peace education in nonviolent action and training on the spot.
PER 6, p. 225. (S)

046. Izadi, Partow. An evolving world order: The challenges of unification and human diversity.
PER 6, p. 226. (S)

047. Keldorff, Søren. Did we feel better when we had it worse, and who is to blame for this?
PER 6, p. 227. (S)

048. Martín-Moreno Cerrillo, Quintina. A teacher training on-site model on peace education.
PER 6, p. 166. (L)

049. Mische, Patricia M. University of Wisconsin audio-print course on war and peace.
PER 6, p. 228. (S)

050. Murakami, Toshifumi. Peace education in Britain and Japan: A comparison.
PER 6, p. 122. (L)

051. Naidu, M.V. Religionism, rationalism and peace education.
PER 6, p. 230. (S) – Also: PEM 45. (L)

052. Nakhre, Amrut. Peace action for nonviolent change in a rapidly changing globe.
PER 6, p. 231. (S)

053. Patfoort, Pat. Raising children towards nonviolence.
PER 6, p. 170. (L)

054. Reardon, Betty. Learning our way to a human future.
PER 6, p. 232. (S)

055. Synott, John P. Education for social transformation in South Korea.
PER 6, p. 31. (L)

056. Thelin, Bengt. Education for global survival: Reflections based on some Swedish experiences and examples.
PER 6, p. 44. (L)

057. Toh Swee-Hin & Floresca Cawagas, Virginia. The World Bank as development educator: Towards which paradigm?
PER 6, p. 177. (L)

058. Toh Swee-Hin, Floresca Cawagas, Virginia & Durante, Ofelia. Building a peace education program: Critical reflections on the Notre Dame university experience in the Philippines.
PER 6, p. 234. (S) – Also: PEM 38. (L)

059. Udayakumar, S.P. Disintegrate and integrate: Educating for an interdependent world through three stages.
PER 6, p. 235. (S)

060. Wahlström, Riitta. Peace and international education in school.
PER 6, p. 214. (L)

061. Wahlström, Riitta. Promoting environmental responsibility in higher education.
PER 6, p. 236. (S)

062. Wiese, Veslemøy. Summer schools – a meeting place: Local and global contexts.
PER 6, p. 237. (S)

063. Wilson, R.G. A formula for peace – finally affordable.
PER 6, p. 238. (S)

064. Yamane, Kazuyo. Peace education using literature on atomic and hydrogen bomb victims.
PER 6, p. 239. (S)

065. Zuber, Robert W. Ecological leadership in an age of diminishing superpower expectations.
PER 6, p. 240. (S)

Budapest, Hungary 1993:

066. Arantha, Maibel. Some experiences in education towards peace in India.
PER 10, p. 141. (S)

067. Bjersedt, Åke. Peace museums as potential instruments of peace education: Viewpoints expressed by members of the PEC network.
PER 10, p. 143. (S) – Also: PEM 51. (L)

068. Calleja, James. The future of peace education: Orientation and evaluation.
PER 10, p. 145. (S)

069. Collinge, James: Peace education across the curriculum: Some perspectives from New Zealand.
PER 10, p. 13. (L)

070. Drago, Antonino. Peace education in the middle of a paradigm shift.
PER 10, p. 146. (S)

071. Duffy, Terence. The role of peace museums in peace education: A new terrain for peace educators.
PER 10, p. 61. (L)

072. Gillett, Nicholas. "An Agenda for Peace" and the role of peace education.
PER 10, p. 89. (L)

073. Gordon, Haim & Gordon, Rivca. Sartre on the psychology of passivity, pride, and resentment: A warning to peace educators.
PER 10, p. 147. (S)

074. Keldorff, Søren. "Why was the civil war in ex-Yugoslavia first started in 1991?". The guiding question behind a student thesis. An example of peace education at the university.
PER 10, p. 148. (S)

075. Krupavicius, Algis. Peace education in Lithuania: Experiences and problems.
PER 10, p. 33. (L)

076. L'Abate, Alberto & Romiti, Riccardo. Young people's attitudes toward peace: A comparative research before and after the Gulf War.
PER 10, p. 149. (S)

077. Lawson, Max. The teaching of conflict resolution and nonviolence in Australian schools: A context for peace education.
PER 10, p. 46. (L)

078. Rathenow, Hanns-Fred. Project work in teacher training as part of peace education.
PER 10, p. 109. (L)

079. Rönnbäck, Ingvar. Peace education – A problematic task in a violent world.
PER 10, p. 151. (S)

080. Wilson, G. Kenneth. Peace research: For peace or freedom? A critical examination.
PER 10, p. 152. (S)

081. Yamane, Kazuyo. A peace museum as a center for peace education: What do Japanese students think of peace museums?
PER 10, p. 73. (L)

082. Øberg, Jan. Conflict-mitigation: Philosophy and methodology.
PER 10, p. 125. (L)

Valletta, Malta 1994:

083. Abrams, Irwin. Postage stamps and peace education: The Nobel Peace Prize.
PER 13, p. 171. (S) – Also: PEM 79. (L)

084. Arantha, Mabell. The influence of Indian cosmology and Hindu ideology on gender roles and transcendence by re-educating the individual for attention, awareness and communion.
PER 13, p. 172. (S)

085. Bjervstedt, Åke. Teacher training in relation to peace education in schools: Views expressed by members of the PEC network.
PER 13, p. 174. (S) – Also: PEM 67. (L)

086. Brethertion, Di, Collins, Linda Maree & Allard, Andrea. Conflict resolution in children.
PER 13, p. 104. (L)

087. Brock-Utne, Birgit. Educating all for positive peace: Education for positive peace or oppression?
PER 13, p. 176. (S)

088. Burns, Robin & Weber, Thomas. Gandhi and Freire on campus: Theory and practice in tertiary peace studies programs.
PER 13, p. 177. (S) – Also: PEM 76. (L)

089. Carl, Arend E. Relevant curriculum development in peace education for a post-apartheid South Africa: Implications for the school and other key role players.
PER 13, p. 179. (S)

090. Chetkow-Yanoov, Benyamin. Conflict-resolution skills can be taught.
PER 13, p. 85. (L)

091. Dogliotti Marasso, Angela. Teaching history in a peace education perspective for a multicultural world.
PER 13, p. 181. (S)

092. Dovey, Valerie. Exploring peace education in South African settings.
PER 13, p. 47. (L)

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093. Drago, Antonino. A dozen years of peace education in Italy as embodied in the winners of the "F. Pagano" National Prize.
PER 13, p. 182. (S)

094. van den Dungen, Peter. Peace museums and peace education: Impressions of a study tour of Japanese peace museums.
PER 13, p. 183. (S)

095. Fujita, Hideo. Adult education for peace, from the experiences in Japan.
PER 13, p. 184. (S) – Also: PEM 74. (L)

096. Groff, Linda & Smoker, Paul. Uses of computers – including Internet, Simulations and Multimedia – in peace education.
PER 13, p. 186. (S)

097. Grossi, Verdiana. Early XXth century audio-visual communication in peace education.
PER 13, p. 188. (S)

098. Hakvoort, Ilse. Children's conceptions of peace and war: A longitudinal study.
PER 13, p. 189. (S)

099. Harber, Clive. Education for democracy and peaceful resolution of ethnic conflicts in sub-Saharan Africa.
PER 13, p. 190. (S)

100. Harris, Ian M. Nonviolence in education.
PER 13, p. 31. (L)

101. Herman, Theodore. Adding Gandhi to Galtung for peace work.
PER 13, p. 191. (S) – Also: PEAE 1994(4), p. 23. (L)

102. Hutchinson, Frank. Educating for the twenty-first century: Beyond racist, sexist and ecologically violent futures.
PER 13, p. 147. (L)

103. Hägglund, Solveig. Developing concepts of peace and war: Aspects of gender and culture.
PER 13, p. 192. (S)

104. Keldorff, Søren. New irrationalism, new nihilism and the need for a strategy of relearning democratic values and peaceful co-existence.
PER 13, p. 193. (S)

105. Kjelling, Anne C. A Nobel Peace Prize Museum in Oslo.
PER 13, p. 194. (S)

106. Krupavicius, Algis. Peace education and problems of social stability in postcommunist society.
PER 13, p. 195. (S)

107. Lawson, Max. The International People's College, Helsingoe, Denmark: Seven decades of peace education.
PER 13, p. 197. (S) – Also: PEM 71. (L)

108. Mellor, David & Bretherton, Di. Understanding the role of racism as an impediment to the conflict resolution process: Theory and practice.
PER 13, p. 198. (S)

109. Melville, Amanda & Bretherton, Di. The appraisal of conflict: Implications for negotiations between Muslims and non-Muslims.
PER 13, p. 199. (S)

110. Murdzeva-Skaric, Olga. Education for peace in the Republic of Macedonia.
PER 13, p. 201. (S)

111. Naidu, M.V. Racism, religionism, sexism and colonialism: The four impediments to education for peace.
PER 13, p. 202. (S)

112. Okamoto, Mitsuo. "Public peace education" in the US: The Enola Gay exhibit and civic culture.
PER 13, p. 203. (S)

113. Oppenheimer, Louis. Peace, but what about societal constraints.
PER 13, p. 204. (S)

114. Patfoort, Pat. Learning how to live with differences in building a multicultural society.
PER 13, p. 205. (S)

115. Rathenow, Hanns-Fred. Re-drawing the map: Peace education in a united Germany – Lessons for Europe.
PER 13, p. 206. (S)

116. Remy, Pierre-Henri. Peace through education, and the need for a professional approach towards peace.
PER 13, p. 207. (S)

117. Renner, Christopher E. Using the language of justice and peace: Integrating peace education into EFL curriculum.
PER 13, p. 209. (S)

118. Sokolova, Emilia S. Children's thoughts about peace and war on the threshold of a new century.
PER 13, p. 121. (L)

119. Synott, John P. Australian Aboriginal constructions of humans, society and nature in relation to peace education.
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Brisbane, Australia 1996:

Introductory note: Whereas the information on the five conferences dealt with above is based on published conference proceedings, the information on the most recent conference in Brisbane is based on personal notes, made by myself during the PEC sessions. This means that there may be some errors or omissions in this reporting, for which I apologize. Nevertheless, I thought that an attempt to include this most recent se. of contributions would enhance the usefulness of this guide. For further information on the documentation from the Brisbane conference, contact James Calleja (Dar il-Hnejja, Triq il-Washet, Swieqi STJ 11, Malta).

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131. Canning, Ken. Institutionalised violence: The experience of Aboriginal youth.

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137. Floresca-Cawagas, Virginia & Toh Swee-Hin. Educating for peaceful transformation: From charity to solidarity.

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141. Hutchinson, Frank. Building alternatives to violence: Are there needs and opportunities for teachers and teacher educators to be practical futurists?

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143. Melville, Amanda & Bretherton, Di. Conflict resolution training workshops as a research strategy.

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155. Yamane, Kazuyo. Creating teaching materials for peace education at Grass Roots House Peace Museum in Kochi, Japan.

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"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-200 45 Malmö, Sweden).

ISSN 1101-6418